

Pupil Premium Action Plan 2019 -2020

School context								
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (CLA)	Number of service children	Number of pupils also SEN	Number of pupils also EAL	Number of pupils both EAL and SEN
85 (as of September 2019)	50	31		4	0	11	18	1

Pupil premium objectives for 2019/20**Total pupil premium allocation for 2019/20: £160,811**

1. To raise the profile of Pupil Premium children within the school and each class in order to increase the level of support provided to these children.
2. To modify teaching and learning to ensure Pupil Premium children receive best practice in order to close the gap between PP children and their peers.
3. To implement whole school approaches to Meta cognition in order to close the gap between PP children and their peers.
4. To provide Pupil Premium children with one to one tuition in order to close the gap between PP children and their peers.

Objective 1: To raise the profile of Pupil Premium children within the school, and within each class, in order to increase the level of support provided to these children.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<i>Teachers to analyse a profile for their class, identifying the PP, EAL and SEN children.</i>	<i>Teachers and TAs will have a thorough understanding of who their Pupil Premium children are.</i>	<i>October 2019</i>	<i>Class teachers</i>	<i>Staff meeting time</i>
<i>Teachers to identify the barriers to learning for their PP children, using RAG.</i>	<i>Teachers will know the barriers to learning for their PP children.</i>	<i>October 2019</i>	<i>Class teachers</i>	<i>Staff meeting time</i>
<i>Teachers to identify strategies to overcome identified barriers to learning.</i>	<i>PP children will have support from their class teacher to overcome barriers to learning.</i>	<i>October 2019</i>	<i>Class teachers</i>	<i>Achievement team meeting time</i>
<i>To allocate Pupil Premium children priority places on</i>	<i>PP children will develop skills for collaboration and</i>	<i>September 2019</i>	<i>Office staff</i>	<i>Pupil Premium fundng</i>

<p><i>after school clubs.</i></p>	<p><i>communication and raised esteem.</i></p>			
<p><i>Attendance will be promoted regularly through assemblies and parent meetings (TLCs, coffee mornings etc).</i></p> <p><i>Pupil Premium children with low attendance will be offered a place at Breakfast Club</i></p> <p><i>The school attendance officer will follow up children's absence using the new Attendance Policy, leading to personalised early outreach to low attendance families.</i></p> <p><i>Children with 100% attendance at the end of each term will be rewarded with a special meal with member of SLT.</i></p> <p><i>Create a visual display in the school halls showing class attendance.</i></p>	<p><i>The gap between PP children's attendance and non PP will close.</i></p>	<p><i>From Autumn 2</i></p>		<p><i>MA to amend Attendance Policy and share with office staff</i></p>

Objective 2: To modify teaching and learning to ensure Pupil Premium children receive best practice in order to close the gap.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<i>Teachers will plan collaborative learning opportunities in which pupils are allocated defined roles. Pupil Premium children will frequently act as the spokesperson for their group/ talk partner.</i>	<i>Pupil premium children will make increased progress, closing the gap between themselves and their peer (see Analysis of Impact table below)</i>	<i>From Autumn 2</i>	<i>Class teachers</i>	
<i>Teachers will provide specific, clear, challenging feedback to Pupil Premium children after each literacy and numeracy lesson. The feedback could be given verbally or in the form of a written comment, depending upon the pupil's barriers to learning.</i>	<i>Pupil premium children will make increased progress, closing the gap between themselves and their peers (see Analysis of Impact table below)</i>	<i>From Autumn 1</i>	<i>Class teachers</i>	
<i>Teachers will complete a detailed analysis of PP progress and attainment for termly Pupil Progress Meetings</i>	<i>Teachers will have a detailed knowledge of the PP children's' progress and attainment.</i>	<i>Staff meeting 24.09.19</i>	<i>Class teachers</i>	<i>PP data analysis proforma created by MA</i>
<i>ELT and SLT will monitor PP progress and attainment over the short, medium and long term.</i>	<i>SLT will have a detailed knowledge of PP attainment within classes, year groups and phases.</i>	<i>Autumn, Spring, Summer PPM</i>		

Objective 3: To implement whole school approaches to meta-cognition in order to close the gap between PP children and non PP children.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<i>To provide further training for staff in meta-cognition</i>	<i>Staff will implement meta-cognition strategies within the school curriculum. Pupils will use the language of meta-cognition when discussing their learning. Pupils will have increased understanding of what is required to succeed in their learning. Progress for PP children will increase, closing the gap on their peers.</i>	<i>Summer Twilight x 2</i>	<i>MA</i>	<i>Twilight INSET time</i>

Objective 4: To provide Pupil Premium children with one to one tuition in order to close the gap between PP children and their peers

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<i>To investigate the financial costs of employing a one to one tutor for those PP children who are WTS.</i>	<i>SLT and governors will have an accurate understanding of the cost vs benefits of employing a 1:1 tutor.</i>	<i>Autumn one</i>	<i>MA</i>	
<i>To recruit current UPS staff to tutor selected PP children from their year group</i>	<i>PP children will have 4-6 weeks of 3 x20 mins tutoring sessions per week, leading to increased rates of progress from their 2019-20 entry point.</i>	<i>Autumn two</i>	<i>MA and UPS teachers</i>	

Analysis of Impact

	Autumn 2019	Spring 2020	Summer 2020
	% PP (any group) on track / % PP only on track / % other children on track	% PP (any group) on track / % PP only on track / % other children on track	% PP (any group) on track / % PP only on track / % other children on track
Reception (1 pupil)			
Year 1 (10 pupils)	Reading % / % % Writing 0% / % % Maths 0% / % %	Reading % / % % Writing % / % % Maths % / % %	Reading Writing Maths
Year 2 (8 pupils)	Reading % / % % Writing % / % % Maths % / % %	Reading % / % % Writing % / % % Maths % / % %	Reading Writing Maths
Year 3 (10 pupils)	Reading % / % % Writing % / % % Maths % / % %	Reading % / % % Writing % / % % Maths % / % %	Reading Writing Maths
Year 4 (14 pupils)	Reading % / % % Writing % / % % Maths % / % %	Reading % / % % Writing % / % % Maths % / % %	Reading Writing Maths
Year 5 (16 pupils)	Reading % / % % Writing % / % % Maths % / % %	Reading % / % % Writing % / % % Maths % / % %	Reading Writing Maths
Year 6 (22 pupils)	Reading % / % % Writing % / % % Maths % / % %	Reading % / % % Writing % / % % Maths % / % %	Reading Writing Maths

↓ = gap between PP and non PP decreasing

↑ = gap between PP and non PP increasing

→= gap between PP and non PP unchanged

